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Teacher Induction and Orientation

By Jeanne Fredericks,

Director of Curriculum and Instruction, Noblesville Schools

...no single school-district activity beyond the moment-to-moment care of young people is more important than the hiring of talented, accomplished, and effective teachers.

*Kenneth D. Peterson, **Effective Teacher Hiring: A Guide to Getting the Best**, 2002*



Jeanne Fredericks

Pretend you are a contestant on the quiz show Jeopardy, you just wagered all your winnings, and host Alex Trebek reveals the final Jeopardy answer: “most influential school-related force in student achievement” (Strong, 2002). Luckily, you are an Indiana school principal and quickly, boldly write the correct question to win the game.

What is an effective teacher?

The long-term result of hiring the best is greater school quality and increased student learning, but recruiting and hiring is only the first step in a comprehensive induction process needed to support, develop, evaluate, and retain early-career teachers. Induction begins in the university preparation program and, once hired, takes novices anywhere from five to eight years to master the art and science of teaching through daily classroom experiences (Berliner, 1994). Without adequate support, beginning teachers shift into survival mode and fail to achieve significant levels of professional growth. As a result, longevity in the profession is threatened (Berry et. al, 2002). Through the availability of a now larger body of research, induction programs take on a comprehensive dimension that supports the development of all teachers, experienced as well as those new to the classroom. What then are the characteristics of an effective, comprehensive induction program?

The weakest induction programs simply orient new teachers to their schools and provide little else. Comprehensive programs, on the other hand, include many layers of continuous support over a 2-3 year period (APEC, 1997; Fidler & Haselkorn,

1999; Humphrey, 2000; Barnett, et al., 2002; Horn, Sterling, and Subhan, 2002; Danielson, 2007; Niesz, 2007).

Effective comprehensive induction programs...

- Are responsive to individual contexts, yet align with district induction efforts. No two schools are the same, and induction programs must meet the specific needs of the school and tap into valuable resources and support available at the district level.
- Deliver an orientation program prior to the first days of school. Orientation may last from one day to one week and helps reduce initial adjustment difficulties. Orientation also provides the first opportunity for new teachers to function as professionals within the school community.
- Thoughtfully and deliberately pair qualified and certified mentors with novice teachers. Mentors must find a balance between offering support, creating challenge, and facilitating a professional vision. Mentors also provide emotional support, peer coaching regarding instructional strategies to address student needs, facilitate reflection, help acquire resources, guide during student discipline issues, and model classroom management.
- Offer a continuum of professional development opportunities best suited to the different learning entry points of novice teachers (action research, committee work, workshops, seminars, conferences, etc.)

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Effective Professional Development – Reducing Resources Calls for Creative Thinking and Planning

By Dr. Jetta Tarr, President, Indiana Staff Development Council

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As a building principal you understand the value of quality professional development in your school. You know how positive change happens for staff and students, and you realize that many of your past ways of doing professional learning have to change. Currently, you are thinking about the loss of funding and time for professional development and may be wondering how you are going to support such an important part of the school culture with limited time and funds. Indeed, this is a critical time which calls for relying upon sound resources as well as a good amount of creative thinking and planning.

It is important to take some time to reflect upon all that has been accomplished in your school and begin to scrutinize in detail how to continue professional learning as an important and seamless part of the school culture. You may agree that many effective programs are now in place and the constant monitoring of student success has become second nature, but there is still a definite need for the continuance of quality professional development.

As a result of professional development, many good things have happened in Indiana schools. Faculty have become comfortable sharing ideas, being observed as they model a lesson, or asking for more support in trying a new way to teach students. We certainly do not want to travel backwards in time and begin to lose the continuity and purpose of on-going, job embedded professional learning that has been provided for a school's learning community.

That is why it is definitely time to take stock of our assets and the "collective brain" of the school so that we can maintain the vision and the purpose of what we want our students to achieve. Some of the ideas listed below may help maintain the professional learning community you've already established or get you started on creating one. Either way, it will be an opportunity to keep the professional development fires burning toward a spirit of excellence for all students and staff even in these changing times.

- Totally embrace a learning model. Walk the talk. Great leaders read and share their professional reading with the staff. Walk the building. Observe. Give compliments. Read with a student. Work a math problem with a class. Be visible and active with the staff showing that YOU as the educational leader do want to be present in the school's learning culture on a daily basis.
- Keep the goals of the school in front of the staff by having them posted in each room, in the hallways, on the web site, school stationery, and in the newsletter. In addition, make sure the school newsletter contains a section on Professional Learning. The parents need to know what areas are being focused upon for their child's success.
- Know the strengths of your staff. Utilize their assets to mentor and coach each other. They can also facilitate and present important

content information to the staff. Give them an opportunity to take risks and grow in their own leadership abilities by having them share their teaching experiences with each other.

- Make sure the staff knows the community of learners they are teaching. Schedule an after school bus trip that drives the staff through all of the neighborhoods where the students live. This experience will open hearts and minds to reach the needs of students in a special way.
- Invite staff to donate their professional books to make a professional library for the school. Teachers can give recommendations on different books and resources to help reach the school's goal. It is a great resource for new teachers and staff who need suggestions for new challenges with students.
- Broaden understandings of professional development. Increase the awareness that there are many forms of on-going professional learning such as individuals working on a Masters degree, staff members sharing teaching and implementing ideas from professional journals, or staff members sharing teaching strategies with grade level teams.
- Email everything that can be mailed to the staff. Use face time only for important issues. Transform the monthly faculty meetings into professional development opportunities. Build the expectation that each gathering will be organized around sharing important and relevant information that will help teachers and students be successful.

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Jetta Tarr
President of the
Indiana Staff
Development Council

QUOTE CORNER

"The students in my classroom quickly feel at ease and confident enough to be risk-takers in their learning. As they trust me more and more, I am able to take the focus off my thinking and honor their thinking. This gradual release of responsibility in learning places the power for learning into the hands of students. Rather than just equipping them with a collection of skills, I am giving them strategies that will support lifelong learning."

-Tania Harman,

2009 Indiana Teacher of the Year

(From the "Philosophy of Teaching" section off Harman's Teacher of the Year portfolio)



The Academy Experience

Blaine Conley, Principal, Akron Elementary School

Director of Program for English Language Learners, Tippecanoe Valley School Corporation

As an IPLA participant over the past two years, I can wholeheartedly say that attending this academy has been the most beneficial professional development experience of my career. Continuous professional development is the key to improvement in the areas of leadership, teaching and learning, culture, and communication. One-time professional development opportunities pale in comparison to the two-year commitment IPLA requires. By building effective networking relationships over the past two years with my peers, I have established a foundation to enhance the overall effectiveness of my principalship.

Reflecting upon my experiences as a building level principal, along with the questioning practices of those within my cohort group, has forced me to think in broader terms and develop creative ways to solve problems. Implementing the "Friday Focus" newsletter (as discussed by Dr. Todd Whitaker) has improved the overall climate at Akron Elementary. Through this weekly newsletter, I reflect upon the positive occurrences that take place each week within our school. I also discuss comments that I hear throughout the week from students, parents, teachers, and community members. The following is an excerpt from one of the Friday Focus Newsletters sent out the week after Christmas Break:

Singing in the cafeteria: I have to admit that Monday was a very depressing day for me. Not only waking up to the sound of the alarm and coming into school, but my dream of singing on American Idol was forever destroyed. The looks on the faces of students and adults said it all. I'm very thankful that Simon Cowell wasn't there to critique my performance. Mrs. Miller would have been counseling me for weeks (I know, I could use some counseling). It's amazing how quick witted some kids can be. As I was standing in the cafeteria, a kindergartener asked me, as serious as could be, "Hey, did you get fired from your other job?" As I began to remind the student about the cans that we collected for the Food Drive, he got a smart-aleck grin on his face and said, "I'm just kidding." He got me hook, line, and sinker!!!! Thank you to the cafeteria staff for your patience in training a rookie server.

This newsletter also allows me the opportunity to publicly acknowledge those individuals who play a critical role in how well a school provides quality services: the teachers, office staff, nurse, cooks, custodians, instructional assistants, and bus drivers feel a sense of belonging when they are acknowledged for doing a job well done. It does not cost a dime, just your time each week to reflect on the positive occurrences in your school.

As a recent graduate of IPLA Group 44, I will agree with the IPLA alumni within my school district (Dr. Dan Kramer, Group 1; Mr. Brett Boggs, Group 12; Mr. Kirk Doehrmann, Group 39; and Mrs. Katie

Blaine Conley
Principal, Akron Elementary
School

**Director of Program for English
Language Learners,
Tippecanoe Valley
School Corporation**



Miller, Group 40) who collectively predicated that this experience would be the most beneficial in my professional career. The time and dedication invested by the IPLA staff in improving the leadership, teaching and learning, culture, and communication within each of our schools is to be commended.

IPLA Group 44 Graduates

Michael Akers, North Central High School
Jeffrey Bates, Southwestern Middle/Senior High School
Kathy Beavers, Seymour Middle School
Brock Beeman, McCormick's Creek Elementary
Angela Blessing, Northridge Middle School
Kelley Bowyer, John L. McCulloch Middle School
Dianna Chadd, Brentwood Elementary
Tony Coleman, Southeast Fountain Elementary
Blaine Conley, Akron Elementary
Pamela Conley, Guion Creek Elementary
Cynthia Conner, Triton Elementary School
Ryan Connor, Milford School
Thomas Corey, Culver Community High School
Jean Creasbaum, Osolo Elementary
Michael Crull, West Jay County Middle School
Tim Davis, Walkerton Elementary
Rebecca Dennis, Croninger Elementary
Tami Eder, Elwood Community High School
Carolyn Eubank, Shoals Community Elementary
Maureen Farag, Highland Middle School
Sabrina Fritz, Concord East Side Elementary
Shelley Gies, Clark Elementary
Eric Grim, Northside Middle School
Dane Hamilton, Concord West Side Elementary
Davin Harpe, South Creek Elementary
Mary Harper, Thomas A. Hendricks Elementary
Denita Harris, Chapel Hill 7th and 8th Grade Center
Andy Hensley, Shelbyville Sr. High School
Jeffrey Hewitt, Oak Trace Elementary

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Fort Wayne Students Gain Real-World Experience

Partnership with Anthis Career Center

By Karen Gillie, Graphic Design Teacher, Anthis Career Center and Susan Kertes, Office of School Leadership Development Coordinator, Indiana Department of Education

The Indiana Principal Leadership Academy strives to strengthen principal leadership and improve student learning. This issue is a great example of that mission. IPLA has recently partnered with Fort Wayne Community Schools' Anthis Career Center to produce IPLA's quarterly newsletter. Such a partnership gives students enrolled in the graphic design class an opportunity to apply their skills in real-life ways as well as to build a portfolio for future employment.

Shane Carper, a junior at Northrop High School and student at Anthis Career Center, is the graphic designer of this newsletter. Shane and his classmates have spent the school year studying graphic design principles and industry software. Once students in the course have gained the necessary software skills, they begin working on real-world projects for clients local to the Fort Wayne area in order to design marketing materials such as logos, letterhead, brochures, flyers, billboards, and magazine/newspaper ads. Throughout the year, Shane has worked with many local clients, but IPLA marks his first long-distance client. Although Shane hasn't personally met his client, he will use his written communication skills to meet his client's needs.



Shane Carper

"Students in this course have the opportunity to see the value of their skills in our community," said Karen Gillie, instructor. "This project is great because it takes my students beyond our community and allows them see how their skills can be utilized globally."

Through experiences such as these, students are required to complete multiple steps which include the integrated and systemic use of the following strategies:

- having a real audience for work
- contextualizing locally, but connecting globally
- using authentic data
- learning content through a project-based task and a problem-solving process
- framing the unit through an engaging task
- learning by "doing" rather than by "sitting and getting"

Monday Morning Leadership

by David Cottrell,

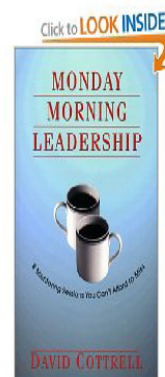
Book review by Tierney Anderson, 7th grade Teacher from Stonybrook Middle School, M.S.D. of Warren Township, Indianapolis and member of Cohort Group 28 in Butler University's Experiential Program for Preparing School Principals (EPPSP)



Tierney Anderson

If you are a school administrator, Monday Morning Leadership by David Cottrell is a must read. Although it is a book from the business world, its application transcends business and fits well with education as each chapter focuses on sensible and sound principles for leadership. The premise of the book is based upon Cottrell's learning about leadership from an old family friend. At the time, Cottrell, a business manager who was extremely unhappy because he was working harder, yet making no progress, spent eight Monday mornings meeting with a family friend to discuss the problems he was facing and ways to address them. As a result of the discussions, Cottrell was able to turn around his performance as leader as well as the performance of the area of the business that he led.

Easily read in an hour, the book is organized into eight chapters. Each chapter highlights problems, some more urgent than others, that businesses and schools experience at some time or another. Each chapter also provides guidance for precisely determining what the problems are as well as relevant, easy steps for effectively resolving them.



Snapshots of Each Chapter:

1. Drivers and Passengers - Drivers must always be drivers and accept total responsibility. You cannot drive from the passenger seat.
2. Keep the Main Thing the Main Thing - Do you and your employees know what the main thing, i.e., purpose, is? Are you sure? Everything we do should focus on the main thing.
3. Escape from Management Land - A leader should not be out of touch with the employees. Effective leaders raise the bar at the top, not lower the bar at the bottom.
4. The "Do Right" Rule - An effective leader must plan for everything. A leader should address problems immediately, not avoid them.
5. Hire Tough - Leaders need to hire the best person for the job. That person also needs to fit with the team's personality.
6. Do Less or Work Faster - No one can make more time; we all have the same amount everyday. Make the best of the time you have. Keep track of your activities to see exactly how much time you are wasting and do away with the time wasters.
7. Bucket Fillers - Build good, strong relationships within and with your team. Effectively communicate with the team. Recognize and reward hard work.
8. Enter the Learning Zone - Read beneficial literature for ten minutes a day. Listen and give relevant feedback. Set goals and stay positive.

As you read each chapter, you will ask probing questions not only about yourself as a leader but about your staff as well. Perhaps the best thing you take away from this book is that it focuses on both the staff and the individual leader. As school leaders, we need to reside in the land of leadership rather than the land of management so that we can focus on the *main thing*, i.e., student success.



Taking the Lead with Technology

By Mark Fuson, Indiana Department of Education Teacher-in-Residence
from New Palestine High School

"In times of change, learners inherit the Earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists" — Eric Hoffer

"The illiterate of the 21st Century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."

-- Alvin Toffler

In the past several years, there has been unprecedented growth in the use of technology in our classrooms and schools around the State of Indiana. With the growth in use of these tools, a new role for the principal has developed and is quickly gaining attention in the landscape of education. That role is, quite simply, the principal as technological leader.

Schools face many issues as they implement technology into their classrooms. Foremost among them is the fact that teachers and administrators are in need of targeted professional development in order to effectively and efficiently implement the advances of technology and the Internet. In the past, classrooms had both literal and figurative walls which prevented communication with the outside world and the use of technology usually meant a PowerPoint or word processed theme while today the world is available to students online and the resources available for their use are much more robust.

With the advent of Course Management Systems, such as Moodle, Blackboard, and Epsilon, as well as the new tools of the Web 2.0 world, an entirely new landscape has come to education. One which is changing the roles of teachers and administrators alike, but, more importantly, has already changed the way people use technology and share information.

How has the Internet changed the way the world does its business and shares its news?

- Twitter, a message posting service, was the first outlet to post the incredible story of Flight 1549 and its safe landing in the Hudson River, as well as pictures of the event. (<http://twitter.com/>)
- Any person who wants to learn Calculus can currently go online and take M.I.T.'s Calculus course and receive instruction and tutoring via the web, and do so for free if they are willing to learn simply "for the sake of learning". (<http://ocw.mit.edu/OcwWeb/web/home/home/index.htm>)
- Classrooms can connect to the author of a story or native speakers of a language they are studying via Skype. (<http://central.hcrhs.k12.nj.us/bees/>)
- Professionals can coordinate group activities and discussion without ever meeting with the use of a wiki. (<http://teacherinresidence.wikispaces.com/>)

The list goes on and on, and with each new development, our world changes a little more.

Unfortunately, while the world continues to change, education has not always been able to keep pace with such changes. While infrastructure continues to be a lingering problem for many schools, much has been done to solve these problems. Schools purchase computers. Students are connected. Web tools and programs are available. But many of the web-based tools and all of their usefulness are currently, in most schools, blocked.

The reasoning behind the blocking of these tools appears, at its core, to be in the best interest of students. Policies designed to protect students from inappropriate material have been put into place to keep students safe and justifiably so as schools must maintain a safe environment for all. Therefore, policy must address safety. However, these same policies, no matter how well-intended, can also hinder a student's ability to use these resources due to the connectivity of the web. While policies addressing the use of technology are necessary, it is important to point out that not all web-based resources are equal in instructional quality and application. When it comes to whether or not to block a particular web-based tool or resource, the decision can be likened to banning books. Is it good practice to ban students from all books if one book might be inappropriate, or would it be better to simply ban that particular book?

A part of the solution to selecting web-based tools and resources for student use is increasing educators' knowledge about the changing nature of the world. We see that it is changing. We understand the importance of these changes. Yet, we do not fully understand the implications of these changes as we have been reared in a vastly different educational and social culture.

Of course, for most people, it is far easier to dismiss these changes as a "fad" that will soon pass, or even a gimmick that gets students involved but does little to educate them. In that vein, it is important to keep in mind that businesses are already utilizing these tools at an astounding rate, and that our most recent Presidential election was won largely on the power of these same tools.

For the sake of our students, we need to understand the implications of this as well as what new skills are necessary for students to learn in order for them to continue to adapt and grow with these changes. In doing so, we must determine which web-based resources, software and tools are the best suited to our mission. If a principal has never used or has been unable to use a wiki or other Web 2.0 tools either because of unfamiliarity with the technology or because access to such technology is blocked, then two questions must come to mind. First,



Mark Fuson

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IPLA Profile

Bob McDaniel

Principal, Noble Crossing Elementary,
Noblesville Schools

1. For what school, corporation, or company do you work?

I am currently the principal at Noble Crossing Elementary School in Noblesville Schools. I will be retiring from public education at the end of this school year.

2. What is your area of training? I earned by B.S., M.A., and Ed. S. degrees from Ball State University. I've learned the most during my nearly 35 years in education by gaining an advanced degree at the S.H.K. (School of Hard Knocks) from the University of Life!

3. What was your IPLA experience like? My experiences at IPLA were truly career and life changing, making a positive impact on me both personally and professionally. This outstanding program has enhanced my leadership skills and allowed me to help my teachers become better at teaching so that my students become better at learning.

4. What is your connection to IPLA?

- Graduate of Group #3
- Facilitator for Groups #7-10 (School Programs), the IPLA Graduate Academy, Groups # 33-34, 39, and 42
- Member IPLA Blue Ribbon Design Team
- Member of the IPLA Alumni Association
- IPLA Alumni Board Member – 1990-present
- Alumni Board President 1998-2000 and 2004-2006
- Alumni Board Vice President 1996-1998 and 2002-2004
- Presented at various IPLA conferences over the past 15 years
- Member of the Marsh Training Team – 2007-present
- Member of the IPLA 2009 Winter Conference Planning Committee
- Presenter at the 2009 Winter Conference

5. How has IPLA benefited you and/or contributed to your professional life? The professional development opportunities that I have experienced over the past three decades in IPLA opened my eyes to new possibilities, my mind to new thinking, and my heart to new friendships. By being actively involved in IPLA programs over the years, I have stretched myself personally and professionally farther than I ever would have on my own. I now have a network of valued colleagues and friends across the state that are as close as a phone call or e-mail away and great memories that will last a lifetime.

6. What is your philosophy of education or leadership? I think my philosophy of both can be summed up in a three-part recipe which includes:

- One part Golden Rule
- One part Serenity Prayer
- One part W.B.F.K.? ("What's Best For Kids?" The question we should always be asking ourselves when making decisions in our schools.)

7. What have you been doing? I am starting to explore options for the next chapter in my life. I hope to find something that will be

personally rewarding and challenging but in a little slower lane than being on duty 24/7 as a school principal.

8. What are you focusing on professionally? With my pending retirement, I am focused on helping the newly appointed principal make the school leadership transition as smooth and seamless as possible for our students, parents, teachers, and staff.

9. What is something that you have done recently?

I am an Adjunct Professor for the LEAD Principal Preparation Program at Anderson University and just finished teaching an evening class for the fourth year in a row. I really enjoy working with teachers who aspire to be school principals and helping them see "the good, the bad, and the ugly" of a being a school administrator before they make a full commitment to that career.

10. What is your favorite quote? As I am preparing to complete my career as a school administrator and look forward to the next opportunity in my life, I sometimes reflect on this poem that has served as a guide for me in the past as well as one that I'll continue to think about in the future.



Bob McDaniel

"What Constitutes Success?"

(Also known as "That Man is a Success"*)

"He has achieved success who has lived well, laughed often and loved much; who has gained the respect of intelligent men and the love of little children; who has filled his niche and accomplished his task; who has left the world better than he found it, whether by an improved poppy, a perfect poem, or a rescued soul; who has never lacked appreciation of earth's beauty or failed to express it; who has always looked for the best in others and given them the best he had; whose life was an inspiration; whose memory a benediction."

By Betsy Stavely - 1905

(*inaccurately attributed to Ralph Waldo Emerson)

Most recently, I received a hand-made birthday card from one of my fourth grade students this year (and before I announced my retirement) that may have stated the nicest thing ever said about me by a child, and perhaps all that I could ask for, as a school principal...

"Mr. McDaniel, You are the perfect principal! You are strict enough. You are nice enough. Your (sic) perfect. And we will remember you!" -Kaylee 4th Grade

(Continued on next page)



IPLA Profile

(Continued)

11. What are you reading at the moment? Influencer: The Power to Change Anything! by Kerry Patterson [et al.] (VitalSmarts 2008) www.influencerbook.com

I find books on leadership and human behavior fascinating to read and study. Finding ways to effectively implement change in an organization to make improvements beyond the status quo is one of the primary responsibilities that everyone has today in education.

12. What book do you recommend that everyone have in his/her professional library? Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement by Richard DuFour and Robert Eaker (National Educational Services 1998)

This is a must-read book for all school leaders in first developing a positive learning culture and climate by fostering an effective team approach for improving student achievement in our schools.

Teacher Induction and Orientation

(Continued from page 1)

- Establish teacher networks (professional learning communities) that promote authentic and constant collaboration between new and veteran teachers for the purpose of sharing pedagogical knowledge and experiences.
- Include teacher assessment programs that support and develop teachers rather than the strictly evaluative programs of the past. Quality assessment programs clearly link goals and actions of the teacher to student achievement.
- Provide adequate release time for professional growth experiences. Principals must also filter the barrage of demands that overwhelm novices to help reduce the stress and survival-mode associated with over-commitment.
- Are periodically evaluated to determine effectiveness of design, delivery, and degree to which the desired results are being obtained.

New teacher orientation programs have evolved from simple events to comprehensive induction programs that are site-specific, include multiple layers of continuous support, and are evaluated periodically for effectiveness. We must continue to hire, support, develop, and retain quality teachers to assure the highest levels of student learning and achievement. Comprehensive induction programs assist us in achieving that goal.

IPLA Group 44 Graduates

(Continued from page 3)

Brett Higgins, Ladoga Elementary School
Chad Hudson, Sand Creek Intermediate School
Derrick Jamerson, Longfellow Elementary
Melissa Jennette, Bristol Elementary School
Parrish Kruger, Whitko High School
Richard Lance, Tecumseh Jr.-Sr. High School
Linda Lawrence, Westlane Middle School
Margaret Lewis, Brown Intermediate Center
Jennifer Lingenfelter, Oaklawn Elementary
Nathan Lowe, West Noble High School
Jennifer Marion, Twin Lakes Sr. High School
Maureen McCune, Shelbyville Middle School
Kelly McPike, Maconaquah Elementary
Linda McTaggart, East Tipp Middle School
Judy Miller, Moorhead Elementary
Matthew Miller, Clinton Central Elementary
Douglas Mills, New Harmony Elementary & High School
David Noonan, Maconaquah High School
Lori Pavell, Portage High School
John Pearl, Battle Ground Elementary
Rebecca Perkins, Laotto Elementary
Suzi Peterson, Boone Grove High School
Gina Pleak, Waldron Elementary
Cathy Polichronopoulos, Union Center Elementary
Patrick Polk, Blair Pointe Upper Elementary
Stephanie Quinn, Starr Elementary School
Gerald Rasler, Northridge High School
Lori Richmond, Eastern Greene Elementary
Keary Rininger, Abraham Lincoln Elementary
Sam Ruff, Carmel High School
Richard Rutherford, Franklin Elementary School
Margaret Schaller, Jackson Intermediate Center
Jonathan Schuck, Maple Crest Middle School
Lori Shaw, Southwestern Elementary
Jennifer Shepherd, Warsaw Community High School
Carol Smith, Boone Grove Elementary
Mark Snyder, Northridge Middle School
Chad Stamm, Middlebury Elementary School
Jennifer Szuhaj, Prairie Trace Elementary
Billie Taylor, Jennings County Middle School
Claire Taylor, Rosa Parks-Edison Elementary
Jeremy Tucker, Dr. Robert H. Faulkner Academy
Sally Vaught, William F. Loper Elementary
Gloria Velasco, George Washington Elementary
Peggy Vidt, Willowcreek Middle School
Jessica Waters, New Albany High School
Sam Watkins, Peru Jr. High School
Brenda West, Adams Elementary School
Brenda Whitaker, Spencer Elementary
Margaret Xioufaridou, Meadowlawn Elementary
Deborah Yates, Columbus Signature Academy
Mark Yoder, West Noble Elementary School



Effective Professional Development – Reducing Resources Calls for Creative Thinking and Planning

(Continued from page 2)

- Model “Success Stories” by sharing these in email or in meetings. Begin meetings with a positive story and end on a positive note. Recognition and celebration is very important. It cannot be emphasized enough as new initiatives and demands are asked of the teachers.
- Join the grade level, department or team meetings to increase understanding of the concerns as well as the success stories. Take notes of what support these teachers need to reach the academic goals for their students and then work on finding that support. Make sure that other teachers and staff in the school know of these needs. You never know who may have the answer you are looking for or the resources that are needed.
- Introduce or review the FISH Philosophy (www.charthouse.com/content.aspx?name=home2). It quickly influences and engages staff to be proactive and aware of their attitude and actions each day.
- Use convocations to praise the students’ and teachers’ efforts in all areas of achievement.
- Investigate the possibility of having parent volunteers to help with lunch duty at certain times so that grade level staff can be free from duty to have lunch and meet as a grade level.
- Lead with data. Make the data understandable and easy to interpret so the staff can focus upon results and the areas of need. Use their time to have them discuss strategy and methodology of how to improve students’ performance.
- Tap into Title I monies and work with the Title I staff to improve the learning of their students.
- Pool the resources with other schools in the district or county. Adopt a sister school and share resources that pertain to your school’s goal.
- Use Technology. Find webinars and podcasts that are content rich for the goals of your school and let teachers watch those and then implement recommendations in their own classrooms. Reflect on the impact of these new teaching strategies on student learning. Invite teachers to make their own webinar presentations that could be shared with others. Encourage parents to utilize the school web site.
- Schedule 1/2 day teaming session for professional learning. When monies are available, hire substitute teachers to allow one grade level or department of staff to meet in the morning and then use the substitutes to allow another grade level to meet in the afternoon. During this time they may be examining student work, sharing teaching strategies, or completing a “book study” for increased knowledge and expertise.
- Utilize the special area staff to teach a whole grade level of students while the classroom teachers meet for collaborating on effective teaching strategies based on the grade level’s overall progress.
- Give teachers a learning pass for a certain amount of time such as 30 or 40 minutes. This time pass can be redeemed with the principal or assistant principal so that the teacher can do an observation of a colleague, examine new materials for adoption, or work with a challenging student.
- Purchase professional memberships. If monies are available, purchase institutional memberships in organizations which provide support to teachers. Some organizations to consider would be as follows: The National Staff Development Council, International Reading Association, Association of Supervision and Curriculum Development, National Council of Teachers of Mathematics, and National Association for the Education of the Young Child.
- Utilize the resources in the service center that is located in your district. Service center resources are great and are ready for use. Investigate service center web sites for current offerings.
- Raise awareness of cultural diversity and promote culturally responsive teaching. Have a large world map in the foyer of the school with instructions for parents to put a sticker on the country of their birth or the origin of their ancestors. Linking the past with the present is an honorable gesture that yields trust and appreciation from those who have been asked to participate. This effortlessly builds an inclusive atmosphere in the school culture.
- Celebrate often. Highlight the small gains and share the success stories.
- Engage in on-going evaluation—formal and informal—to determine if the staff is moving forward with their student achievement goals. Staff can help create and facilitate the on-going evaluation so that continuous assessment is an integral part of the overall learning environment.

The important thing to know is that this is not the time to think about what we don’t have. As educators we know the futility of only focusing upon a missed opportunity or deficit. We know that the progress staff and students experience will happen in a productive way if we seize the opportunities that we do have. Best wishes and full steam ahead for learning for all!



Taking the Lead with Technology

(Continued from page 5)

how can time be created to learn the use of these new technologies for the administration and the staff of the school? Second, how does a principal, in collaboration with district personnel, make decisions about what technologies and resources should or should not be blocked?

With these questions in mind, it is now more important than ever for principals to begin to don the hat of being the technological leaders of their schools. There are several strategies that may assist a principal in tackling this new role:

- First, a school must come up with a technology use policy to drive the decisions it makes. Are teachers encouraged to use these tools simply for the use of them, or should the tools be integrated into the areas of curriculum that best corresponds to the tool?
- A committee of teachers and technology personnel should also be formed to deal with technology integration and many of the inherent problems that can occur with the use of these new tools. Identifying obstacles and a means of dealing with these obstacles is important to minimize frustrations of the staff and the possibility of misuse by students.
- An essential component of utilizing new technology is training. By selecting teachers to use these technologies on a probationary basis, the principal not only can identify possible problems that may arise, but also create a core group of teachers who can be utilized in training the staff if the technology is adopted.
- Schools must evaluate their work and whether they are truly achieving their desired results with these tools. Too often, we see technology used simply for the sake of using technology.

- Most importantly, principals must build enthusiasm for the use of these tools and an environment where experimentation is rewarded.

In order for our schools to serve the students in the future, we must take action now to improve our understanding of the demands of our changing work force and environment. It is the responsibility of all educators to become familiar with new tools that students will need to utilize after they leave the confines of the school. Training must be provided to all administration and teachers so that these professionals, who studied in vastly different educational system, have an opportunity to understand these emerging tools. Once this is done, informed decisions can be made about the tools now available to our students, i.e., tools their futures may very well depend upon.

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Richardson, Will (2008). *A Web of Connections: How the Read/Write Web Changes Everything*. Retrieved April 14, 2009, from <http://willrichardson.wikispaces.com/>

CALENDAR

2009

- June 15, 16, & 17** Group 46 Orientation and Academy Session at Brown County Seasons Hotel
- June 16 & 17** Group 45 Academy Session at Brown County Seasons Hotel
- June 17** Facilitator Renewal for Group 45, 46, & 47
- June 17, 18, & 19** Group 47 Facilitator Training in Brown County
- June 25** IPLA Scholarship Interviews
- June 25** IPLA Alumni Retreat
- June 26** IPLA Alumni Board Meeting

You can sign up to receive the IPLA Newsletter online at the following web address:
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